

Inspection of The Old School Playgroup

Neighbourhood Centre, Gubbins Lane, ROMFORD RM3 0QA

Inspection date: 26 April 2024

Overall effectiveness	Inadequate
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The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

The safety and well-being of children are compromised. Leaders do not ensure that staff knowledge and training is up to date. Not all staff are confident in their understanding of safeguarding procedures, which compromises children's safety and well-being. For example, they do not all know how report concerns about children's welfare to the relevant authorities. Leaders and staff are not all aware of the action to take in the event of an allegation against a member of staff. Staff do not always sufficiently supervise children. For example, children put things in their mouths without being noticed or walk around then they are eating. Children's safety cannot be assured.

The curriculum is poorly planned. Children do not benefit from challenging and engaging experiences. As a result, children lose interest and focus. This impacts children's behaviour. When children struggle to manage their feelings, staff do not always react appropriately. Staff do not have strategies in place to support children to develop positive behaviours. When children's behaviour puts others at risk, staff do not intervene to keep everyone safe. For example, when children throw objects, staff do not always step in and teach them about safe choices. Staff do not support children to recognise and understand their feelings. Children do not learn the impact their behaviour can have on others.

What does the early years setting do well and what does it need to do better?

- Leaders do not maintain oversight of how the playgroup is run. For example, supervisions do not take place for all staff. They do not always include training for staff to understand how to keep children safe. Staff do not all understand how to report concerns to the appropriate authorities, including when allegations are made against staff. Some staff do not have knowledge of wider safeguarding issues that may affect children in their care. This compromises children's safety.
- Leaders do not have a robust enough procedure for the induction of new staff. For example, staff are not aware of factors that may affect their suitability. They do not know to report changes in their circumstances to leaders. Where leaders give staff information about policies and procedures, they do not check that all staff have understood. Not all staff are confident of their responsibilities.
- Leaders do not adequately oversee how the curriculum is implemented. For example, staff do not consistently extend children's learning. Children are frequently bored and disinterested in activities. This has a negative impact on children's behaviour. Children are not well prepared for the next stage of their education, including school.
- Leaders support parents to access expert help where required. Children with special educational needs and/or disabilities (SEND) have access to external services to help them. They provide additional support for children with English

as an additional language. However, staff do not always consider the learning needs of individual children when planning activities. This prevents children from reaching the best possible outcomes.

- Staff do not share a common understanding of the rules and expectations of children's behaviour. For example, when children come in from outside, they throw their coats on the floor. Children do not learn how to respect the environment and resources. Moving between activities is often chaotic. The disorderly environment and lack of supervision puts children at risk.
- Staff do not support children to develop good listening skills. They do not clearly explain to children what is expected of them. For example, children often talk over stories or songs. They do not learn to take turns in conversations. Staff do not spend enough time interacting with children. Children's communication and language is poorly supported. They do not learn to express themselves with confidence.
- Parents say that their children are happy. Staff provide information to parents about what children have been doing during the day. Parents say that children enjoy coming to the playgroup.
- Care practices are inconsistent. Staff do not consistently take the time to teach children to do things for themselves. For example, activities like handwashing are rushed. Staff do not always role model healthy eating to children. Children are not able to consistently understand how to make good choices. They do not develop high levels of independence and self-confidence.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that supervisions take place for all staff to support them to understand how to keep children safe	31/05/2024
ensure that new staff receive adequate induction training that includes support to understand child protection policies and procedures	31/05/2024

ensure that leaders and staff understand the procedure for reporting allegations to the appropriate authorities	31/05/2024
ensure that all staff understand the procedures for adequately supervising children to keep them safe	31/05/2024
ensure that procedures for assessing and understanding risk are understood by all staff to keep children safe	31/05/2024
ensure that a clear curriculum intent is planned and implemented so that children are interested and engaged and develop positive attitudes to learning	31/05/2024
ensure that a clear behaviour management policy is implemented so that children learn safe ways to manage their emotions.	31/05/2024

To further improve the quality of the early years provision, the provider should:

- strengthen how staff interact with children to enable them to gain speaking and listening skills at the highest levels
- enhance how children are supported to make healthy choices when eating and completing self-care tasks.

Setting details

Unique reference number	EY395620
Local authority	Havering
Inspection number	10335606
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	80
Number of children on roll	93
Name of registered person	Guvenc, Janet Susan
Registered person unique reference number	RP515365
Telephone number	01708379876
Date of previous inspection	21 June 2018

Information about this early years setting

The Old School Playgroup registered 2009. It is situated in Romford, in the London Borough of Havering. The setting is open Monday to Friday, from 9am to 3pm, term time only. The provider employs 21 members of staff to work with the children. The provider has a relevant level 6 qualification while 14 staff hold appropriate qualifications at level 3. The provider receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Kate Daurge

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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